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ABSTRACT

This publication seeks to give practical assistance to teachers and administrators responsible for teaching large classes at collges and universities in the United Kingdom. Areas covered include class size, problems related to learning and teaching, teaching strategies in specific disciplines, field study experience and other subjects. The 12 chapters in the publication are grouped into those which address theoretical issues, describe case studies, and discuss institutional support for change, and improving teaching/learning. The chapters are: (1) "An Introduction: the Content of Changes in Class Size" (Graham Gibbs and Alan Jenkins); (2) "The Problems of Learning and Teaching in Large Classes" (Andrew Ward and Alan Jenkins); (3) "Control and Independence" (Graham Gibbs); (4) "Active Learning in Structured Lectures" (Alan Jenkins); (5) "Introduction to Law: the Workbook Method" (Nick Johnson); (6) "Guided Reading in Biology: A Modified Keller System" (Ken Howells and Sue Piggott); (7) "Introductory Physics: Techniques and Resources for Large Classes" (Ashley A. Green); (8) "Over the Hills and Far Away: Retaining Field Study Experience Despite Larger Classes" (John R. Gold and Martin J. Haigh); (9)"Study Networks: Support Mechanisms for Large Groups of Part-Time Students" (Julie Hartley and Harinder Bahra); (10) "Thinking Strategically: A Subject Group's Attempts to Maintain Quality with Reduced Resources" (Frank Webster); (11) "Teaching Large Classes: The Institutional Perspective" (Clive Booth and David Watson); and (12) "Conclusion: Improving Teaching and Learning in Large Classes" (Graham Gibbs and Alan Jenkins). (A selective annotated bibliography contains 11 references.) (LEE)